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ABSTRACT

PUBLIC AGENCIES CONDUCTING ADULT BASIC EDUCATION IN TEXAS ARE GIVEN GUIDELINES IN PROGRAM PLANNING, ADMINISTRATION, SUPERVISION, FUNDING, AND EVALUATION. SUCH ASPECTS AS STUDENT ELIGIBILITY, INSERVICE TEACHER EDUCATION, STUDENT RECRUITMENT AND PLACEMENT, ORGANIZATION OF CLASSES, SELECTION OF TEACHERS AND AIDES, USE OF COUNSELORS, REPORTING AND AUDITING, PROVISION OF HEALTH INFORMATION AND SERVICES, AND ELIGIBILITY OF LOCAL PUBLIC EDUCATION AGENCIES FOR FEDERAL FUNDS UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT ARE COVERED. APPENDIXES CONTAIN SEVERAL FORMS, TERMS OF THE COOPERATIVE AGREEMENT BETWEEN THE TEXAS EDUCATION AGENCY AND THE STATE DEPARTMENT OF HEALTH, AND CONDITIONS FOR COMPLIANCE WITH TITLE 6, CIVIL RIGHTS ACT OF 1964. (LY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GUIDE

for

PUBLIC EDUCATIONAL AGENCIES

in

PLANNING and CONDUCTING

ADULT BASIC EDUCATION PROGRAMS

AC006198

Texas Education Agency — Austin, Texas

August 1969
Revised

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FOREWORD

Provisions of Title III of the Elementary and Secondary Education Act entitled "Adult Education Act of 1966" place responsibility for State administration of Adult Basic Education Programs upon the Texas Education Agency in accordance with the State Plan for Adult Basic Education approved by the State Board of Education and the United States Commissioner of Education.

As one phase of carrying out this responsibility, this guide has been prepared to assist local public educational agencies in organizing and conducting the Adult Basic Education Program.

J. W. Edgar
Commissioner of Education

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Austin, Texas

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GUIDE FOR PUBLIC EDUCATIONAL AGENCIES IN PLANNING AND CONDUCTING ADULT BASIC EDUCATION PROGRAMS

Introduction

Nearly two million Texans sixteen years or older have not achieved an eighth grade level of education. These adults lack sufficient knowledge and skills in reading, writing, and speaking the English language and in arithmetic. They do not possess adequate knowledge relating to good health practices, citizenship rights and responsibilities, principles of good homemaking practices, and community relationships. They have inadequate knowledge and information relating to employment, such as good work habits, employment opportunities, training requirements for entry upon and success in employment, and information as to the availability of training programs designed to prepare persons for job opportunities.

These deficiencies constitute a substantial impairment to obtaining or retaining productive employment and to functioning successfully in meeting adult responsibilities.

This guide has been prepared to assist public educational agencies in organizing and conducting Adult Basic Education programs as a solution to the problems of adults having educational deficiencies. The guide contains information describing the objectives of the program, suggestions for establishing the essential organization in the community to assist the schools in recruitment of students and teachers, and other suggestions designed to be helpful in organizing these programs.

Objectives of the Program

Major objectives of the program are:

1. Teaching adults to read, write, and speak the English language; and acquire arithmetic skills.

2. To use subject matter content in teaching the basic educational skills that provide valuable knowledge to adults regarding good health practices, citizenship responsibilities, good homemaking principles, family and community relationships, and information relating to employment, such as good work habits, occupational opportunities, training requirements for entry upon and success in employment, and information relating to the availability of training programs designed to prepare persons for job opportunities.

3. To assist students to meet better their adult responsibilities.

Eligibility of Persons for Enrollment in the Program

1. Age: Sixteen years or older.

2. Educational level: Have achieved less than an eighth grade education.

3. Need basic education to learn to read, write, and speak the English language, and to learn computation skills, or to achieve more adequate competency in basic education; to become more capable of benefiting from vocational training and otherwise increase opportunities and skills for more productive employment; and to become less dependent on others and become better able to meet adult responsibilities.

   Eligible adults who are in the lower socio-economic classification are to be given priority of enrollment in classes of Adult Basic Education.

   No person shall on the basis of race, color, creed, or national origin be denied the benefits of, or subjected to, discrimination under any program of Adult Basic Education.

Teacher Qualifications

Instructors of basic education programs for adults shall be selected by local public educational agencies electing to conduct programs.

A valid Texas Teacher's Certificate is desirable but not required. Teachers should be selected on the basis of general qualifications, interest in adult education, and the ability to work effectively with undereducated adults of all ages.

It is recommended that Adult Basic Education teachers attend at least 18 hours of in-service preparation annually.

Planning Adult Basic Education In-Service Training

Adult Basic Education directors and teacher trainers, in planning workshops must be sensitive to the program's needs. Local program supervision will normally be the primary source of information upon which to base workshop content.

In organizing teacher training, schools should consider area programs. Often the exchange of ideas and teaching techniques between teachers of various schools will contribute significantly to the success of the training.

The following may be considered in determining needs when planning Adult Basic Education teacher training workshops:

1. Teacher needs -- Information on teacher needs may be obtained by informal conversation with teachers or by use of written questionnaries.

2. Student needs -- Student needs may be obtained from teachers, analyses of tests, or conversations with students. Excessive dropouts, or low attendance may point out problems that can be resolved by in-service training.

3. Purchase or development of new materials, such as programed tests, could result in a need for in-service training.

4. Unsatisfactory rate of learning by students could point to a need for in-service training.

5. Introduction of new or varied materials available for Adult Basic Education could contribute to a need for in-service training.

6. Instruction of teachers in specific techniques and methods of using instructional material purchased by schools, or guidance of teachers in selection of new materials may be accomplished with in-service education.

7. Inept and limited use of audio-visual aids and materials may point out areas in which teacher training may provide improvement.

8. Interchange of ideas and practices between teachers may need to be improved.

9. Curriculum planning, program evaluation, and testing can be improved through further orientation and training.

10. Teacher discussion or relationships between teacher-student and teacher-administrator, social services available to adults in the community, and effective use of resource people may be topics to explore through in-service programs.

11. Learning to write objectives and goals, specific and general, in terms of what the student, the teacher, and the program will do. (Know where you are going and how to tell when you get there.)

12. The guide for curriculum planning should be reviewed by teachers and instruction given in its use.

Administration of Programs

Adult Basic Education programs are under the administration of local public educational agencies. Administrators of these institutions should seek and utilize the cooperation of the community action organization, if such an organization exists in the community, and other community agencies, volunteer organizations, and individuals in organizing programs, recruiting and encouraging students to enter and complete the program, recruiting of teachers, and in other ways necessary for organizing and conducting successful programs of Adult Basic Education.

Procedures in Planning Programs

Organization of an Advisory Committee on Adult Basic Education

The first important step in implementation of the program is the organization of an Advisory Committee on Adult Basic Education. This committee, appointed by the administrative head of the local public educational agency, should be comprised of representatives of community agencies, organizations, volunteer groups, school personnel, Adult Basic Education students, and other individuals interested in increasing the educational level of citizens in the community and in substantially decreasing illiteracy. Members of the committee should be selected from each section of the community. The committee should work closely with the community action organization of the community and with other agencies and volunteer organizations interested in the program.

Conducting Surveys to Determine the Number of Adults Eligible For and Needing the Program

In cooperation with the community action organization in the community, and with other community agencies and voluntary organizations, the local public educational agency determines the location and number of adults sixteen years of age or older who have completed less than the eighth grade level of education and who need the instruction provided in the Adult Basic Education programs.

The program is not limited to persons who are unemployed, the welfare recipient, and the undereducated, but may include all these groups and other adults in need of basic education. Priority for enrollment should be given to adults functioning at the fifth grade level or below.

Stimulating Eligible Adults to Enroll in the Program

Either during the time when the survey is being made, or immediately thereafter, members of the community action organization, community agencies, voluntary organizations, school officials, and faculty members and other members of the community should be enlisted in a campaign in every section of the community to contact adults eligible for participation in Adult Basic Education classes and encourage them to enroll.

Since many of these adults cannot be enrolled in the program through news media, radio or television announcements, personal contact with them by persons they know and in whom they have confidence will be necessary.

To stimulate and encourage adults to attend, individuals making these personal contacts should explain the purposes and benefits of the program in terms of providing adults the opportunity to learn to read, write, and speak the English language; or to improve their ability in these basic educational skills, learn arithmetic or improve their ability in mathematics. They should be informed that by possessing good reading, writing, speaking, and mathematical abilities, their employability and job stability will be increased, and that they will receive valuable information regarding good health practices, citizenship rights and responsibilities, good homemaking principles, family relationships, community relationships, and information valuable to them in relation to employment and job opportunities.

Additionally, information should be given about location of classes in the section of the community where adults being contacted reside, dates and time of day or evening when classes will be held, length of class session, and length of program. The enrollee should be informed that he will not have to pay any fee, tuition, or other charges, and that he will be supplied materials needed.

Classification of Persons in Each Section of the Community Who Are Eligible For Enrollment in the Program in Accordance with the Three Levels of Instruction

The present educational achievements of persons identified in the survey should be classified in accordance with the three elementary levels of instruction in the Adult Basic Education program. The three levels of instruction are:

- Basic level -- those who have no education, or only a first or second grade education, or have not completed the third grade.

- Intermediate level -- those who have completed the third grade, but have not completed the sixth grade.

- Upper level -- those who have completed the sixth grade, but have not completed the eighth grade.

A suggested minimum of 100 hours of instruction should be provided for each level unless a shorter length of time has received approval by the Texas Education Agency prior to the beginning date of the class. Most schools feel that 120 hours of instruction distributed over the school year into two class meetings per week for two hours per night meet their requirements for a sound program of instruction.

Organization and Location of Classes

As a result of information disclosed in the survey, the number of eligible adults in each section of the community and the respective level of instruction they need will be determined. With this information available, program organization can be affected for each section of the community and for each level of instruction. The enrollment in a class should not be less than ten.

When the number of classes in each section of the community has been determined, the decision should be made as to their locations convenient to prospective enrollees so that students will not be required to travel long distances or go outside their section of the community.

Classes may be located and conducted in facilities of local public educational agencies. These facilities are most frequently utilized in the Adult Basic Education program. Non-public school, other non-public, and public facilities may be used. The important element is that the facility be located convenient to prospective enrollees, be available in the day or evening as needed, and be comfortable and adequate for good instruction.

If a student attends more than 50 percent of class meetings, he is considered to be actively enrolled. If a student has not attended class for four consecutive weeks, this student is no longer considered as an active enrollee.

Selection and Preparation of Teachers

Selection of instructors having very real interest in teaching and assisting undereducated young and older adults is of utmost importance. Experience in conducting adult education programs, when teachers with this experience are available, is highly desirable. When teachers without experience in adult education programs are employed, they should realize that instructing adults differs considerably from teaching children. The content of instruction, examples, illustrations, reading materials, arithmetic problems and discussions must be in terms of adult interests related to assisting students to meet their adult responsibilities. Procedures and methods in conducting classes should be adapted to adults.

Local educational agencies may select and employ teachers on a full-time or part-time basis. In communities where many classes may be conducted during the day, the employment of full-time teachers may be desirable. In such communities, employment of part-time teachers on an hourly-rate salary basis may be necessary to supplement the work of full-time teachers. In communities where only a small number of classes are needed, teachers employed on an hourly-rate basis will be adequate for such programs.

When employment of full-time teachers is justified, their duties, though principally that of conducting classes may also include responsibility for organization of classes, contacting adults to encourage them to continue participation, and performance of other duties directly connected with and necessary to successful programs of Adult Basic Education in the community.

Justification of the employment of teachers on a full-time basis will be dependent upon the number of classes needed in a community, and the amount of time per week each full-time teacher will be assigned to teaching Adult Basic Education classes. As a minimum, actual teaching of classes should average not less than twenty hours per week and other duties directly connected with the program should be a minimum of twenty hours per week.

Employment of part-time teachers at hourly rates will be on the basis of employing them for the actual time they teach classes. When public school teachers are employed to teach Adult Basic Education courses, such assignment must be outside the regular school day.

Use of Counselors

Employment of part-time counselors at hourly rates will be on the basis of employing them for the actual time used in the program.

Counselors should be used to assist teachers to conduct pre-tests and post-tests and for assisting teachers in placing the adults in the correct level of instruction. Counselors should also assist in regular counseling activities as needed by students in the program.

Selection of Teacher Aides

Teacher aides may be employed utilizing Adult Basic Education funds at the local prevailing rate for teacher aides. The number of teacher aides may not exceed one per class. To qualify as a teacher aide, an individual must have at least a high school education (diploma) or its equivalent plus fluency in the English language. Teacher aides must be capable of performing clerical duties and assisting the teacher in individual instruction and with classroom activities and other duties as prescribed.

Supervision of the Program

Public educational agencies should provide appropriate and adequate supervision of the Adult Basic Education program. In communities in which many classes are conducted, a supervisor, director, or coordinator responsible to the head of the public educational agency, or his staff designee, should be appointed to have responsibility for the program, including duties such as:

1. Working with the Advisory Committee.

2. Directing surveys.

3. Supervising the work of classifying eligible adults as to the level of instruction they need.

4. Coordinating the work of teachers, agencies, organizations, and other groups in stimulating and encouraging adults to enroll in classes.

5. Recruitment of teachers and recommending their employment to the head of the public educational agency.

6. Consulting with the Texas Education Agency for the training of teachers in local or area training institutes.

7. Securing instructional materials for teachers and students.

8. Securing needed instructional equipment.

9. Supervision of teachers and teacher-aides.

10. Preparation of application for approval of programs, contracts for allocation of funds, application for reimbursement, and required reports for submittal to the Texas Education Agency.

11. Evaluation of the effectiveness and quality of programs being conducted in the community.

12. Assisting teachers and teacher aides to improve programs as needed, provide for in-service training, and perform other supervisory, consultative, and administrative responsibilities required for further development of programs of high quality.

Financing the Program

Financing of Adult Basic Education programs cannot include charging enrollees tuition, fees, or other assessments as a condition for participation in such programs, or charging for the purchase of books or other material.

Within funds available to the Texas Education Agency from the Adult Education Act of 1966 for the fiscal year ending June 30, 1970, reimbursement can be made to local public educational institutions for 90 percent of the costs of Adult Basic Education programs. When the Texas Education Agency supplies instructional materials, the cost of such materials will be a part of the 90 percent supplied by the Texas Education Agency.

The following costs of the program are reimbursable when given prior approval by the Texas Education Agency:

1. Salaries of full-time teachers based upon salary policies of local public educational institutions for full-time teaching personnel.

2. Salaries of part-time teachers based upon an hourly rate for teaching classes not to exceed the hourly teaching rate now available within

the local educational agency or not to exceed $6 an hour without justification.

3. Salaries of teacher aides or para-professionals should be based on an hourly rate not to exceed rates for similar services.

4. The reimbursable supervisory cost of an Adult Basic Education program should not exceed 20 percent of the total reimbursable budget.

5. Funding for reimbursable clerical assistance should not exceed five percent of the total reimbursable budget.

6. Funding for reimbursable counselor services should not exceed five percent of the total reimbursable budget.

7. Salaries for teacher trainers may not exceed $10 per clock hour. When a teacher trainer is to be used, the State Adult Basic Education program director should be notified at least three weeks in advance of the workshop in writing. The teacher trainer must be selected from the list of teacher trainers available from the office of Adult Basic Education, Texas Education Agency. A director of Adult Basic Education who is certified as a teacher trainer is not eligible for reimbursement if the workshop is conducted primarily for his local teachers, and if any portion of his salary is reimbursed from Adult Basic Education funds.

8. Travel within the district of the employing local public educational agency of full-time teachers and full-time or part-time supervisors between points of performance of official duties directly connected with and necessary to the Adult Basic Education program. Mileage on personally-owned vehicles at a mileage rate established by the local public educational institution not to exceed ten cents per mile is reimbursable.

   The maximum amount upon which reimbursement will be made for travel of a full-time teacher or full-time supervisor (or administrator) in the Adult Basic Education program shall not exceed an average of $30 per month for performance of official duties directly connected with and necessary to the program within the district of the employing local public educational agency, and for travel and per diem for participating in training institutes held outside the employing district conducted or approved by the Texas Education Agency. For part-time supervisors employed one-half time to supervise and administer the Adult Basic Education program, the maximum reimbursable amount shall be $15 per month. Where serving more than one district, the amount of travel will be negotiated.

9. Instructional equipment, supplies, and teaching aids including reference materials, textbooks, and programed materials used by teachers in teaching and students in learning in programs of Adult Basic Education approved by the Texas Education Agency.

10. Items of minor equipment, such as tape recorders, screens, and overhead projector carts costing less than $100 per unit.

11. Rental of space in privately-owned buildings is permissible when justified. In most communities housing of Adult Basic Education classes will be in facilities owned by local public educational institutions. However, when such space, other publicly-owned space or privately-owned donated space is unavailable, rental of space is reimbursable if: (a) expenditures for the space are necessary, reasonable, and properly related to the efficient administration and housing of Adult Basic Education classes, (b) the local public educational agency will receive the benefits of the expenditures, during the period of occupancy commensurate with such expenditures, (c) the amounts paid by the local public educational agency are not in excess of comparable rental in the particular community, and (d) expenditures represent a current cost to the local public educational agency.

    Actual costs of utilities and janitorial services directly related to conducting Adult Basic Education are eligible for reimbursement when conducted in publicly-owned buildings, including facilities of local public educational agencies, if like charges are made for similar purposes to other groups holding meetings or gatherings in publicly-owned buildings.

Materials obtainable from publishing companies must be for teaching reading, writing, and speaking the English language and for teaching arithmetic. Content of these publications must be in terms of adult interests and experiences giving emphasis, as is feasible and appropriate, to good health practices, citizenship rights and responsibilities, principles of good homemaking practices and community relationships, good work habits, employment opportunities, training required for entry upon and success in employment, and information as to the availability of training programs designed to prepare persons for jobs and update and extend their knowledge and skills in employment.

All materials, supplies, and equipment eligible for reimbursement must be directly associated with the instructional program itself.

Local public educational agencies operating programs of Adult Basic Education will have responsibility for developing instructional materials for teachers and students.

General office supplies ARE NOT reimbursable items.

Capital Outlay Not Reimbursable

Items normally considered capital outlay, for example, office equipment, such as desks, tables, chairs, filing cabinets, adding machines, duplicating machines, and the like are not reimbursable. Prior approval must be obtained before purchasing equipment.

Local Contribution

Only public funds may be used for expenditures by local public educational institutions to comprise the 10 percent of costs to match the 90 percent of costs of Adult Basic Education programs reimbursable from the Texas Education Agency. The 10 percent matching by local public educational agencies cannot consist of counting use of equipment, use of space, mat-

erials, etc. However, the following actual costs can be used as matching:

1. Salary of part-time or full-time supervisors or administrators assigned specifically to supervise or administer the Adult Basic Education program.

2. Local public educational agency funds expended for Adult Basic Education, including funds derived from donations by private organizations or individuals which are deposited to the account of the local public educational institution without conditions or restrictions on their use that would negate their character as public funds. Salaries paid to superintendents and administrators by Federal funds from other local school programs cannot be used for the 10 percent matching in-kind supervision.

Reporting on Adult Basic Education Programs

Local public educational agencies conducting programs of Adult Basic Education are required to make reports on classes organized and conducted, reports on supervision of the program, and other reports as may be requested by the Texas Education Agency. The Adult Basic Quarterly Program Report is due in the Office of the State Program Director of Adult Basic Education by the 15th of January, April, July, and October. The report form may be obtained from the Program Director, Adult Basic Education. Local enrollment and attendance records must be maintained and made available upon request by the Texas Education Agency. (Sample in appendix.)

In addition to the reports described above to be sent to the Texas Education Agency, teachers and supervisors claiming travel are required to prepare and submit to the administrative head of the local public educational institution a Monthly Travel Report for Teachers and Coordinators, Form VOC-030, for each month for which reimbursable travel is claimed (sample in appendix). Time and Effort reports should be maintained by the local educational agency on all personnel including the 10 percent matching in-kind supervision (sample in appendix). An Annual Program Report will be required at the conclusion of the program each year (sample in appendix).

Auditing Records of Public Educational Agencies

Licensed public accountants employed by local educational institutions will, as a part of the audit of school accounts, audit the fiscal records and documents of local public educational agencies pertaining to expenditures claimed for reimbursement on Adult Basic Education from the Texas Education Agency. Records and financial documents relating to this program will be subject to audit by staff members employed in the Division of School Audits and in the office of the Business Manager of the Texas Education Agency, as well as inspection by members of the staff of Special Adult Programs, Texas Education Agency.

Inventory of Equipment

Inventory will be kept by the school on all major and minor equipment. Officials of local public educational agencies are responsible for maintaining appropriate and adequate records and information sufficient to determine whether or not such equipment continues to be used for basic education purposes. The local educational agencies are also responsible for marking all such equipment with suitable school identification numbers and program letters. These inventories, records, and information shall be made available for review upon request of staff members of the Texas Education Agency.

When equipment costing $100 or more for which reimbursement has been made or funds allocated is no longer used for Adult Basic Education programs approved by the Texas Education Agency, value of the equipment will be determined at the time on the basis of a fair resale price, and the Texas Education Agency shall be paid its proper share of this amount or the item will be returned to the Texas Education Agency.

Local educational agency officials should make certain that an adequate number of classes will be organized and conducted to justify the purchase of equipment.

Evaluation of the Quality and Effectiveness of Programs

Local public educational institutions are required to make evaluations of the quality and effectivenss of programs of Adult Basic Education, determining to what extend the program accomplishes the basic goals of teaching adults to read, write, and speak the English language and acquire arithmetic skills. Evaluations shall include use of educational measurement devices, standardized tests, or other methods for determining student achievement levels and progress. Results of evaluations shall be used for revision and improvement of programs necessary to achieve the basic goals of the programs. An annual evaluation may be required as a part of the Consolidated Application for Federal Assistance.

Providing Health Information and Services

The Texas Education Agency and the Texas State Department of Health have entered into a written cooperative agreement relating to the provisions of health information and services for students of Adult Basic Education. A copy of this agreement is contained in the Appendix of this guide.

Eligibility of Local Public Educational Agencies for Funds for Adult Basic Education Programs In Relation to the Civil Rights Act of 1964

Approval of the compliance plan under the Civil Rights Act of 1964, by the United States Commissioner of Education is necessary before a local public educational agency is eligible for funds for the Adult Basic Education program.

A P P E N D I X

Cooperative Agreement between the Texas State Department of Health and the Texas Education Agency

Adult Basic Education Quarterly Program Report

Sample Student Record Form

Monthly Travel Report for Teachers and Coordinators, Form VOC-030

Time and Effort Report

Annual Program Report

COOPERATIVE AGREEMENT
Between the
TEXAS STATE DEPARTMENT OF HEALTH
And the
TEXAS EDUCATION AGENCY

The purpose of Amendments to Title III of Public Law 89-750, the Adult Education Act of 1966, is to provide adult basic education programs for individuals over eighteen years of age whose lack of basic educational knowledge and skills constitutes a substantial impairment to their being able to obtain or retain employment or to otherwise meet their adult responsibilities. An essential component in the educational program is the provision of health information and services as may reasonably be necessary to enable eligible persons to benefit from instruction provided under the State Plan for Adult Basic Education.

Therefore, because of mutual interest in the program of adult basic education designed to increase substantially the educational level of adults with a view of assisting them to become less dependent on other, including provision of health information and services, the Texas State Department of Health and the Texas Education Agency have entered into the following agreement:

1. The Texas State Department of Health will provide or arrange for provision of health information and services for adults in need of basic education to the extent that such information and services are available without cost to the educational agencies or eligible adults needing health information and services as may reasonably be necessary to enable such persons to benefit from instruction provided by adult basic education programs under the State Plan. To the extent feasible, information and services will include:

   a. Health information to be used in the adult basic education program. The Texas Education Agency as may be necessary will assist the Texas State Department of Health in organizing such information into appropriate form for use in adult basic education programs of instruction.

   b. Health services for adults in need of basic education. Local and county health offices may be contacted for tests and x-rays, services by public health nurses, counsel regarding nutrition, child care and development, patient care in the home, and in seeking medical advice, and other services and counsel needed by adult education students feasible for public health agencies to provide, including providing medical advice to local education agencies relating to providing adult basic education for persons with special health handicaps.

   c. Information as to the local and county public health agencies in the State and the types of information and services available to adults in basic education, and the procedures by which such persons secure such information and services.

d. Assistance of local and county public health offices and others working in health fields in stimulating and referring adults in need of adult basic education for appropriate training in available programs.

2. The Texas Education Agency and local educational agencies will:

a. Refer eligible persons for health services to local and county public health offices.

b. Make available health information provided by the Texas State Department of Health in the educational program for adults.

c. Make available to the Texas State Department of Health and local and county public health offices the location of classes in adult basic education.

The Texas State Department of Health and the Texas Education Agency agree to cooperative arrangements between local and county public health agencies and local education agencies conducting adult basic education programs under the State Plan in order to achieve the provisions of this agreement.

The Texas State Department of Health and the Texas Education Agency will assist each other to the maximum extent possible in achievement of the objectives of the Adult Education Act of 1966.

J. E. Pearson M. D.
Commissioner of Health
Texas State Department of Health

Date: 5/15/67

J. W. Edgar
Commissioner of Education
Texas Education Agency

Date: 5/15/67

TEXAS EDUCATION AGENCY
Office of Adult Basic Education
Capitol Station
Austin, Texas 78711

ADULT BASIC EDUCATION QUARTERLY PROGRAM REPORT

As Required By Sec. 306(a) Par. (6) Of The Adult Education Act Of 1966

NOTE - This report is due in the Adult Basic Education Office no later than the 15th of April, July, Oct. & Jan.

County	Name of Local Director	Signature of Local Director	DATE OF REPORT	PERIOD COVERED DATE FROM	PERIOD COVERED DATE TO

District	TOTAL TARGET POPULATION AT BEGINNING OF QUARTER	NUMBER OF STUDENTS ENROLLING DURING QUARTER BY GRADE LEVEL: BEGINNING GRADES (1 - 3)	INTERMEDIATE GRADES (4 - 6)	ADVANCED GRADES (7 - 8)	TOTAL NEW ENROLLMENTS	NUMBER OF STUDENTS IN CLASS AT END OF LAST QUARTER	NUMBER OF STUDENTS IN CLASS AT END OF THIS QUARTER	NUMBER OF TEACHERS IN PROGRAM AT END OF THIS QUARTER	NUMBER OF STUDENTS SEPARATED DURING QUARTER DUE TO: COMPLETION OF ADVANCED LEVEL (8th Grade)	DROPOUTS: FOR EMPLOYMENT	DROPOUTS: FOR OTHER REASONS	TOTAL SEPARATIONS	CUMULATIVE TOTAL NO. OF GRADUATES SINCE PROGRAM BEGAN	CUMULATIVE TOTAL NO. OF STUDENTS SINCE PROGRAM BEGAN	TARGET POPULATION REMAINING AT END OF QUARTER (Col. 10 minus Col. 2)
Cols. ▶ (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)

INSTRUCTIONS - This report form is largely self-explanatory. Possible problem areas are as follows:

COLS. 2 and 10 - Target Population. The number of adults over 18 years of age who have less than an elementary (8th grade) education. This data is especially important and should be as current and accurate as possible. It can be obtained from local surveys, from the State Department of Education, the Welfare Department, the U.S. Census Bureau or other sources. Consideration should be given to the incoming and outgoing migrant population, which affects target population and enrollment figures. Program progress will be indicated each quarter by subtracting the number of graduates (Col. 10) from the target population at the beginning of the quarter (Col. 2).

COLS. 3, 4, and 5 - New Enrollments By Grade Level. List the number of new enrollees during the quarter by Beginning Level (Grades 1 - 3), Intermediate Level (Grades 4 - 6), and Advanced Level (Grades 7 & 8). This requires a testing program and the keeping of records by grade levels indicated.

COLS. 7 and 8 - Students In Class. As another indication of program progress, Cols. 7 and 8 will compare the number of students in class during the previous quarter with students in the current quarter being reported.

COL. 9 - List only the teachers actually teaching classes.

COL. 11 - Drop-Out For Employment. List the number of students dropping out because of finding employment or changing to a better job.

COL. 12 - Drop-Out For Other Reasons. List the number of drop-outs for all other reasons besides finding a new or better job, such as job changes, seasonal employment, sickness, lack of interest, transfers, etc.

VAE -- 006

TEA-440

STUDENT RECORD (SUGGESTED)

ADULT BASIC EDUCATION

SCHOOL DISTRICT _____

NAME OF SCHOOL _____

NAME OF TEACHER _____

Name _____ Soc. Sec. Number _____

Address _____ Phone _____

Sex: Male ☐ Female ☐ Date of Birth _____

Marital Status: Single ☐ Married ☐ Divorced ☐ Widowed ☐

Separated ☐

Number of Children _____

Employed By _____

Type of Employment _____

Income: Weekly _____; or Monthly _____; or Yearly _____

Date Enrolled _____

Level Enrolled _____ (Enter test or method below in TEST RESULTS)

TEST RESULTS

				(Subject Area)	(Other)	(Other)
DATE	TEST USED	TOTAL SCORE	READING	ARITHMETIC		

Date Promoted _____; or withdrew _____

Reason if Withdrawn _____

Number of Instructional Hours Received _____

Placement Level at Close of Program _____

For use in compiling the Annual Program Report as required by the Adult Education Act of 1966:

American citizen?: Yes ☐ No ☐

If not, what country?: _____

Age Range: (check one)

(1) 18-24 ☐
(2) 25-34 ☐
(3) 35-44 ☐
(4) 45-54 ☐
(5) 55-64 ☐
(6) 65-over ☐

Race: (check one)

(1) White ☐
(2) Negro ☐
(3) American Indian ☐
(4) Oriental ☐
(5) Other Non-white ☐

Area of Origin: (check one)

(1) Cuba ☐
(2) Mexico ☐
(3) Puerto Rico ☐

Type of Instruction: (check one)

(1) Correctional ☐
(2) Hospital ☐
(3) Other Institutional ☐

Student Attainment (as a direct result of ABE)

A. GED ☐
B. College ☐
C. Citizenship ☐
D. Voter registration, first time ☐
E. Voter registration, repeated ☐
F. Entry into vocational training ☐
G. Obtained employment, first time ☐
H. Obtained employment again ☐
I. Obtained job promotion ☐

Migrant worker: Yes ☐ No ☐

Welfare recipient: Yes ☐ No ☐

Discontinued public aid as a result of ABE training: Yes ☐ No ☐

New enrollee for Nation and State: Yes ☐ No ☐

Not new for Nation, but new for State: Yes ☐ No ☐

Enrolled at Beginning level and completed: Yes ☐ No ☐

Completed Intermediate level, initially enrolled at:

Beginning level Yes ☐ No ☐
Intermediate level Yes ☐ No ☐
Advanced level Yes ☐ No ☐

If student <u>did not</u> complete level at which enrolled, in which level did student enroll? _____

Separation (drop-out)? Yes ☐ No ☐

Reason:

A. Employment Yes ☐ No ☐
B. Entry into a training program Yes ☐ No ☐
C. Job Change Yes ☐ No ☐
D. Lack of interest Yes ☐ No ☐
E. Other known reason: _____
F. Reason unknown Yes ☐ No ☐

Comments: _____

Monthly Travel Report For Teachers and Coordinators of Vocational Education

Prepare in duplicate and submit monthly to local school administrator.

Name of Teacher or Coordinator: _____ Month: _____ 19____

Name of School : _____ Address: _____

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-M	Miles Traveled or Fares Paid*

(over)

* Inter-city bus, airplane, or railroad, tax exempt – receipts required

VOC 030

RECORD OF TRANSPORTATION AND DUTIES PERFORMED (CONTINUED)

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hours-Min-M	Miles Traveled or Fares Paid*

TO BE FILLED OUT BY PERSONS CLAIMING PER DIEM ALLOWANCE IN STATE

LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT	LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT
Date	Hour	Min	m	Date	Hour	Min	m			Date	Hour	Min	m	Date	Hour	Min	m		
1				1						17				17					
2				2						18				18					
3				3						19				19					
4				4						20				20					
5				5						21				21					
6				6						22				22					
7				7						23				23					
8				8						24				24					
9				9						25				25					
10				10						26				26					
11				11						27				27					
12				12						28				28					
13				13						29				29					
14				14						30				30					
15				15						31				31					
16				16						Total Claimed for In State allowance									

PER DIEM ALLOWANCE–OUT-OF-STATE

ARRIVE STATE LINE				RETURN TO STATE LINE				ARRIVE DESTINATION				LEAVE DESTINATION					NO. OF DAYS	AMOUNT
Date	Hour	Min.	M.	Date	Hour	Min.	M.	Date	Hour	Min.	M.	Date	Hour	Min.	M.	Claimed For Out-of-State		

Total fares paid for travel by bus, airplane or railroad (less tax) . . . $_____

Total car mileage, _____ miles at 10¢ per mile . . . . . $_____

Total per diem claimed for in-state travel . . . . . $_____

Total per diem claimed for out-of-state travel . . . . . $_____

Total Official Travel Expense for This Month . . . . . $_____

Total for the Year (Including This Month) . . . . . $_____

I certify that the above expenses are true and correct and were incurred by me in the performance of my official duties in accordance with policies of my Board of Education and according to Regulations on Reimbursable Vocational Teacher Travel established by the Texas Education Agency.

Approved by: _____ _____

(School Administrator) (Supervisor, Coordinator or Teacher)

TEA – 153

ADULT BASIC EDUCATION
TIME AND EFFORT ATTENDANCE RECORD
(for paid and in-kind personnel)

MONTH _____, 19 ____
I.S.D. _____
ADDRESS _____
CITY _____

NAME OF EMPLOYEE	POS.	IN-KIND OR PAID	HOURS WORKED — ENTER NUMBER OF HOURS UNDER DATE: ENTER A IF ABSENT ON DATE SCHEDULED TO TEACH.																													TOTAL
			DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

TEXAS EDUCATION AGENCY
Office of Special Adult Programs
Adult Basic Education
Austin, Texas 78711

A D U L T B A S I C E D U C A T I O N A N N U A L P R O G R A M R E P O R T

As Required by the Adult Education Act of 1966

Name of School District	Printed Name and Signature of Local Director	Date of Report	Period Covered	
			Date from:	Date to:

GENERAL INSTRUCTIONS: This form is to provide the Director of Adult Basic Education with a detailed report on Adult Basic Education activities throughout the entire State for the fiscal year. Each blank space in column to the right is to be completed. Please submit one signed original copy at the end of the program.

A. Students in the program during this fiscal year:	
1. Total number of all students in the program (at least 2 weeks attendance)	
a. By grade level:	xxxxxxxx
(1) Beginning level (1-3)	
(2) Intermediate level (4-6)	
(3) Advanced level (7-8)	
ADD a(1), a(2), and a(3) →	
b. By sex:	xxxxxxxx
(1) Male	
(2) Female	
c. By age range:	xxxxxxxx
(1) 18-24	
(2) 25-34	
(3) 35-44	
(4) 45-54	
(5) 55-64	
(6) 65 and over	
d. By race:	xxxxxxxx
(1) White	
(2) Negro	
(3) American Indian	
(4) Oriental	
(5) Other non-white	xxxxxxxx
2. Number of Adult Basic Education students, by selected catagories:	xxxxxxxx
a. Ethnic group:	xxxxxxxx
(1) Cubans	
(2) Mexican-Americans	
(3) Puerto Ricans	
b. By type of institution:	xxxxxxxx
(1) Correctional	
(2) Hospital	
(3) Other type of institution	
c. Migrant: Migrant workers are individuals whose primary employment is on a seasonal or other temporary basis and who establish temporary residence, with or without families, for the purpose of employment.	
d. Welfare recipient	

3.	Total number of new enrollees during this fiscal year:	xxxxxxxx
	a. New for nation and State: The total number of Adult Basic Education students who entered for the first time in any fiscal year an Adult Basic Education class in the United States or its outlying area during this fiscal year.	
	b. Not new for nation, new for state: The total number of Adult Basic Education students who previously entered an Adult Basic Education class in another State or outlying area in any fiscal year, but who have not previously entered an Adult Basic Education class in the given State during this fiscal year.	
	ADD 3a and 3b----------→	
4.	Number of students who completed the beginning level (1-3)	
5.	Number of students who completed the intermediate level (4-6) who initially enrolled at:	xxxxxxxx xxxxxxxx
	a. Beginning level (1-3)	
	b. Intermediate level (4-6)	
	ADD 5a and 5b----------→	
6.	Number of students who completed the advanced level (7-8) who initially enrolled at:	xxxxxxxx xxxxxxxx
	a. Beginning level (1-3)	
	b. Intermediate level (4-6)	
	c. Advanced level (7-8)	
	ADD 6a,6b, and 6c----------→	
7.	Number of separations, by grade level: (drop or get job, etc. -- after minimum of two weeks attendance)	xxxxxxxx xxxxxxxx
	a. Beginning level (1-3)	
	b. Intermediate level (4-6)	
	c. Advanced level (7-8)	
	ADD 7a,7b, and 7c----------→	
8.	Number of separations for:	xxxxxxxx
	a. Employment	
	b. Entry into a training program	
	c. Job change	
	d. Lack of interest	
	e. Other known reasons (specify)	xxxxxxxx
	(1) Ill health, sickness	
	(2) Moved	
	(3) Transportation problem	
	(4)	
	(5)	
	(6)	
	f. Unknown reasons	
	ADD 8a through 8f----------→	
9.	Aggregrate hours membership, all students: The sum of the hours present and absent of all Adult Basic Education students when classes are in session during the fiscal year, July 1 through the following June 30.	xxxxxxxx xxxxxxxx xxxxxxxx
	a. The sum of the hours present in class by all students during the fiscal year:	
	b. The sum of the hours absent from scheduled classes for all students during the fiscal year:	
	ADD 9a and 9b----------→	

B. Location of ABE classes: An ABE class is a group of ABE students assembled for instruction for a given period of time under one or more ABE teachers in a situation where the ABE teacher(s) and the students are in the presence of each other.	xxxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx
10. Number of classes held in:	xxxxxxxx
a. Public school buildings	
b. All other facilities	
c. Total number of classes (Include those classes reported on Line 14a)	
C. Teaching and learning:	xxxxxxxx
11. Average number of hours of instruction required to complete:	xxxxxxxx
a. Beginning level (1-3)	
b. Intermediate level (4-6)	
c. Advanced level (7-8)	
NOTE: Average number of hours of instruction for completion of levels reported on Lines 11a, 11b, and 11c should not include averages shown on Lines 14c(1), 14c(2), and 14c(3).	xxxxxxxx xxxxxxxx xxxxxxxx
12. Number of teacher training workshops held in your school district:	
13. Number of personnel who received pre-service and/or in-service Adult Basic Education training:	xxxxxxxx xxxxxxxx
a. National training	
b. State training	
c. Local training	
ADD 11a, 11b, and 11c----------→	
14. Classes where programed instruction methods were used:	xxxxxxxx
NOTE: (Programed instruction: instruction utilizing a workbook, textbook, or mechanical and/or electronic device which has been "programed to help students attain a specified level of performance by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong, and (c) enabling students to progress at their own pace.)	xxxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx
a. Number of these classes this fiscal year	
b. Number of students in these classes	
c. Average number of hours of instruction required in these classes to complete:	xxxxxxxx xxxxxxxx
(1) Beginning level (1-3)	
(2) Intermediate level (4-6)	
(3) Advanced level (7-8)	
D. Adult Basic Education Personnel	xxxxxxxx
15. Adult Basic Education teachers:	xxxxxxxx
a. Number	
b. Aggregate hours of instruction for the fiscal year	
16. Adult Basic Education counselors:	xxxxxxxx
a. Number	
b. Aggregate hours of counseling for the fiscal year	
17. Adult Basic Education local supervisory personnel:	xxxxxxxx
a. Number	
b. Aggregate hours of supervision for the fiscal year	
18. All other Adult Basic Education personnel at the local level:	xxxxxxxx
a. Number	
b. Aggregate hours of employment for the fiscal year	
E. Adult Basic Education advisory committee:	xxxxxxxx
19. Is a local Adult Basic Education advisory committee operating?	xxxxxxxx
a. Yes	
b. No	
c. Number of members on the advisory committee	

PART II -- NARRATIVE

INSTRUCTIONS FOR PART II -- NARRATIVE: Provide in narrative format descriptive information explaining overall activities of the Adult Basic Education Program in this school district for the fiscal year. Please attach other narrative subject matter considered to be appropriate. Use additional pages as necessary for any item.

A. Describe any special, demonstration, research, and/or innovative Adult Basic Education projects, including the number of Adult Basic Education students involved.

B. Describe specific successes and accomplishments resulting from the Adult Basic Education program, such as the total number of ABE students who registered to vote, the total number of ABE students who registered to vote for the first time, the number obtaining citizenship through ABE training, the number getting driver's licenses through ABE training, the number obtaining jobs or getting promotions, and the number discontinuing public aid. Also describe accomplishments such as obtaining the GED, entry into college, entry with a training program, (name program), or obtaining re-employment.

C. Describe actual program activities with cooperating public and private agencies, such as MDTA, CAP, Headstart, VISTA, Work Study, Work Experience, Vocational Education, Literacy Councils, private industries, churches, and unions.

D. Describe the major problems of the Adult Basic Education program, such as classes curtailed or closed down, approximate number of adults on Adult Basic Education waiting lists, teacher or administrator shortages, problems of matching funds, maintenance of effort, recruiting, facilities, organization, and lack of support.

E. Describe the instructional materials used in regular Adult Basic Education classes and in Adult Basic Education classes where programed instruction methods were used.

F. If possible, provide a human interest story about one of your ABE students that shows unusual accomplishment. This could be based on the person's life history, age, job, family, children, future plans, etc. An example of the type of story desired may be found on page 7 of "A Step in the Right Direction", Texas Education Agency, Austin, (March 1969) which was mailed you in April. Enclose pictures, if available, illustrating the story or any phase of your ABE program. (Identify persons and school district, and date taken, in pencil on back)

GUIDE FOR

PUBLIC EDUCATIONAL AGENCIES

IN PLANNING AND CONDUCTING

ADULT BASIC EDUCATION PROGRAMS

Texas Education Agency
Austin, Texas
August 1969
Revised

TEA-565

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews to the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers or other staff without discrimination on the ground of race, color, and national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

ERIC Clearinghouse
JAN 13 1970
on Adult Education